DOCUMENT RESUME

ED 370 401 FL 022 163

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TITLE Bilingual Russian Academic and Career Educational Services (Project BRACES). Final Evaluation Report, 1992-93. OREA Report.

INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 13 Sep 93
CONTRACT T003A20290
NOTE 40p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance Patterns; *Bilingual Education Programs; *Career Awareness; Computer Literacy; Curriculum Development; Dropout Prevention; *English (Second Language); *High Risk Students; High Schools; Immigrants; Inservice Teacher Education; Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Evaluation; *Russian; Science Instruction; Second Language Instruction; Social Studies; Staff Development
IDENTIFIERS New York City Board of Education; *Project BRACES NY

ABSTRACT

Bilingual Russian Academic and Career Educational Services (Project BRACES) is a federally-funded program serving 141 native Russian-speaking, limited-English-proficient (LEP) students in one Brooklyn (New York) high school in 1992-93, its first year of operation. Students were recent immigrants of the former Soviet Union who were generally working on grade level in the subject areas, but were in danger of dropping out because of limited English skills and differences in educational systems. Students received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, career awareness, employment skills, English survival skills, and computer use. Staff development, parent involvement and educational activities, curriculum development, and provision of academic, cultural, and social support services were also important program components. The program met its objectives for NLA, content area courses, computer skills, vocational courses, English survival skills, career awareness/employment skills, dropout prevention, attendance, and curriculum development. It did not quite meet its ESL objective. Recommendations for program improvement include making the ESL objective more realistic and expanding parent involvement services. (Author/MSE)

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ED 370 401

OREA Report

Bilingual Russian Academic and Career Educational Services (Project BRACES)
Transitional Bilingual Education Grant T003A20290
FINAL EVALUATION REPORT
1992-93

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Bilingual Russian Academic and Career Educational Services (Project BRACES)

Transitional Bilingual Education Grant T003A20290

FINAL EVALUATION REPORT

1992-93

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EXECUTIVE SUMMARY

Bilingual Russian Academic and Career Educational Services (Project BRACES) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation at Sheepshead Bay High School in Brooklyn.

Project BRACES served 141 limited English proficient (LEP) students in grades nine through twelve. All were newly arrived immigrants from the former Soviet Union. Although most were working on level in the content areas of mathematics, science, and social studies, they were in danger of dropping out or becoming poor achievers because of their limited knowledge of English and the differences between the educational systems in the two countries.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); the content areas of mathematics, science, and social studies; career awareness and employment skills; English survival skills; and computer use.

Project staff attended weekly meetings and monthly staff development workshops. Seven teachers completed courses in E.S.L. or bilingual education at institutions of higher learning.

Parental involvement activities included courses in E.S.L. and survival skills. A bilingual social worker led weekly group counseling sessions. Parents were brought into project classes as tutors, classroom assistants, and guest speakers. Parental input was also sought in curriculum development. The project urged parents to join mainstream parents' activities.

The project developed curricula as proposed. This included a bilingual career/educational guide, a survival skills guide, and curricula for two N.L.A. levels. Project staff also translated and adapted units on China, India, and the Middle East from the global studies curriculum.

Project BRACES offered support services. It provided tutoring in mathematics social studies, and Russian language arts. A part-time bilingual social worker led group sessions for students three times per week and offered individual and family counseling as needed. A library was available for student use, and a Russian cultural club met once a month.

Project BRACES met its objectives for N.L.A., content area courses, computer skills/vocational courses, keyboarding, English survival skills, career awareness/employment skills, dropout prevention, attendance, and curriculum development. The project narrowly missed meeting its E.S.L. objective— although gains on the Language Assessment Battery (LAB) were high, they were not made by the proposed percentage of students.

The conclusions, based on the findings of this evaluation, lead to the following recommendations to the project:

- Seek permission to modify the E.S.L. objective to reflect more realistic expectations.
- Expand parental and community involvement services as funding permits.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Despina Ventouratos for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program, Bilingual Russian Academic and Career Educational Services, (Project BRACES). The project was in its first year in 1992-93.

PROJECT CONTEXT

The project operated at Sheepshead Bay High School in Brooklyn. The population of the surrounding community was mostly European-American and African-American, with a small number of Asian-Americans and Latinos. Most families were in the middle-income range.

The ethnic distribution of the student population in Sheepshead Bay High School was roughly similar to that of the surrounding community. Of the 2,828 students who were registered, 44 percent were European-American, 34 percent were African-American, 12 percent were Asian-American, and 10 percent were Latino. Of these students, 15 percent (429) were limited English proficient (LEP), and 29 percent came from low-income homes.

Sheepshead Bay High School was well-maintained. Classrooms were spacious, with many windows; stairwells were wide and provided easy access. Overall, the atmosphere was one of comfort, although crowding resulted in classrooms being carved out of spaces that were not entirely appropriate. One classroom, for example, was simply a space delineated by folding partitions at the back of the cafeteria, and the class had to deal with the noise from the many

students eating and relaxing. The school ballfields were located right outside the windows, compounding the problem.

Bulletin boards in the halls displayed pictures of the students of the week/month along with some text about their accomplishments. Project classrooms had bilingual signs and samples of students' work posted. Project staff planned to enhance the visual learning environment by decorating the project office and classrooms so that they reflected more of the native cultures of the students.

STUDENT CHARACTERISTICS

Project BRACES served a total of 141 LEP students in grades nine through twelve. (See Table 1.) LEP status was determined by Language Assessment Battery (LAB) scores at or below the 40th percentile. Male students numbered 74 (52.5 percent) and female 67 (47.5 percent).

All participants were born in the former Soviet Union, and 98.6 percent of the participants were eligible for the free-lunch program.

TABLE 1

Number of Students in Project BRACES

Grade	Students
9	29
10	52
11	45
12	15
TOTAL	141

Needs Assessment

Although other immigrant populations were served by Title VII programs at Sheepshead Bay High School, no specific program targeted the large population of recent immigrants from the former Soviet Union. To meet the needs of this population, the project developed a parent survey for new immigrant families whose children spoke Russian and would be attending the school. Project staff also established contact with caseworkers from the New York Association for New Americans (NYANA), who work with families in need of new-immigrant services.

PROJECT OBJECTIVES

Student Objectives

- At least 80 percent of students will improve English language skills at an average of 5 N.C.E.s on the LAB.
- At least 85 percent of students will score at or above the passing criterion in native language arts (N.L.A.) courses each semester/year.
- At least 70 percent of the students will score at or above the passing criterion in subject area classes each semester.
- Students participating in the program will show mathematics achievement gains that are significantly higher than expected.
- Students participating in the program will score at or above the passing criterion in computer skills/vocational courses at a rate that is greater than that of similar non-program students.
- Students will learn basic keyboarding as preparation for English keyboarding.
- At least 80 percent of the participating students will demonstrate gains in English survival skills as indicated by the differences shown on teacher-made pre- and posttests.

- At least 80 percent of students will score at or above the passing criterion in career awareness and employment-related courses each semester/year.

- Program students will have a significantly lower dropout rate than mainstream students.

- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

Curriculum Development Objectives

- By the conclusion of the first year of funding, two curriculum units will be pilot-tested: a) a Russian bilingual students' guide to high school education in New York (for students and parents), and b) a Russian bilingual student guide to budgeting and using money, including banking and consumer education.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project BRACES provided instructional and support services to 141 Russian-speaking students and their families. The project had three main goals: 1) to keep the students on grade in content area subjects by teaching these classes in the students' native language; 2) to ensure the acquisition of the English language as quickly as possible; and 3) to provide support services (with an emphasis on counseling) to ensure students' success in meeting their educational goals.

Sheepshead Bay High School provided English as a second language (E.S.L.) and native language arts (N.L.A.) instruction; classes in the content areas of mathematics, science, and social studies; computer keyboarding; and vocational education. The project provided parental involvement activities for the parents of participating students and offered in-service staff development activities and

reimbursement for college credits. A bilingual social worker provided counseling to project students and their families. Additional support services included tutoring as needed, access to the library and Russian-language materials for students and their families, and a Russian club.

Materials, Methods, and Techniques

Teachers of Project BRACES students used a wide array of strategies and techniques, such as the whole language approach, cooperative learning, mastery learning, and individualized instruction. Content area classes were taught exclusively in Russian, while other courses were taught with E.S.L. methodology. The project made extensive use of audiovisual materials and used computer-assisted instruction (C.A.I.).

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

The project planned to use tax-levy funds to serve project students at the termination of Title VII- funding in 1995.

Staff Qualifications

Title VII staff. The project director and a resource teacher were partially funded by Title VII and partially by tax-levy; an educational assistant and a part-time social worker were fully funded by Title VII. For a description of degrees held and language competencies, see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Spanish
Resource Teacher	B.A.	Russian
Educational Assistant	B.A.	Russian
Social Worker	M.A.	Russian

The project director's responsibilities included supervising the implementation and evaluation of the project; serving as advisor, planner, organizer, and administrator; supervising curriculum use and development; managing the project budget; training staff; and tracking students' progress throughout their high school career and subsequent placement in institutions of higher education. The project director was also responsible for teaching E.S.L. three periods a day.

The resource teacher's responsibilities included teaching N.L.A. and content area classes, developing curriculum and model lesson plans, and designing materials with diminishing dependence on the native language. The bilingual social worker led group sessions for students three times a week during lunch periods, met with students and families, and provided referrals to outside agencies as needed. The social worker also assessed new arrivals and participated at parent workshops. The educational assistant was responsible for assisting classroom teachers and the

guidance counselor (particularly in placing incoming students). The educational assistant also helped the resource teacher plan, organize, and implement workshops.

Other staff. Tax-levy funds paid the salaries of a guidance counselor and an assistant principal. In the fall, tax-levy funds also paid the salaries of 12 classroom teachers. In the spring, tax-levy funds paid for 13 teachers. For a full description of degrees held, certification, and language competencies (teaching or communicative*), see Table 3.

TABLE 3

Qualifications of Other Staff Serving Project Students

Position Title	Degree(s)	Certificate(s)/ Licenses	Language Competence
1 Guidance Counselor	M.A.	Guidance	not reported
1 Assistant Principal	M.A.	A.P./Foreign Language	Spanish (TP)
15 Teachers	10 M.A 5 B.A.	5 E.S.L. 4 English 1 Italian 1 Spanish 1 Russian 2 Physical Education 1 Bil. Russian/Math. 1 Stenography/Typing	4 Russian (TP) 2 Spanish (TP) 1 Italian (TP) 1 French (TP) 1 Hebrew (TP) 1 Chinese (TP)

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as the ability to have conversational capability in LEP students' native language.

Staff development. Teachers received tuition assistance toward coursework in E.S.L. or bilingual education, and seven teachers completed courses at various institutions of higher learning. In-house workshops for teachers explored various ways to meet the specific needs of the target population.

The project held monthly meetings for staff. Project staff also attended major conferences, including those of the Teachers of English to Speakers of Other Languages (TESOL), and the Office of Bilingual Education and Minority Language Affairs/National Association for Bilingual Education (OBEMLA/NABE). The project director also attended a workshop offered by the Title VII Multifunctional Resource Center (MRC).

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8.2 years (s.d.=1.2) of education in a non-English-speaking school system and 2.2 years (s.d.=1.1) of education in the United States. The median time students participated in Project BRACES was 10 months.

Activities to Improve Pre-referral Evaluation Process

Students thought to be in need of special education were identified through teacher observations and referred for evaluation to a guidance team in consultation with the bilingual social worker. If necessary, the student would then be referred to the School-Based Support Team (S.B.S.T.) for placement.

Students who were identified by teachers as gifted and talented had access to honors classes, Arista, and College Now.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of activities to elicit the active participation of parents in their children's school life. Since many parents had been professionals in the Soviet Union, the project encouraged the use of their talents by having parents volunteer as tutors for content area classes and in other capacities. Parents were also invited as guest speakers and were involved with teachers in discussing the development of curricula.

Project BRACES aimed to help parents as well as students in the transition to life in the United States. The project offered adult E.S.L. classes, guided trips to the supermarket, lessons on using redemption coupons, and other services as needed. Parents were encouraged to participate in mainstream parents' activities and meetings.

During the summer, the project offered E.S.L. and survival and business skills courses to parents and community members. Classes were held three times per week, two hours per day.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late, therefore posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills in populations similar to those served by Project BRACES.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. To assess growth in English survival skills, OREA examined pre- and posttest grades obtained on teacher made tests. To assess growth in N.L.A.; the content area courses of mathematics, science, social studies; keyboarding skills; and career awareness and employment-related courses, OREA used final course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself. English was used on the survival skills tests.

According to the publisher's test manual, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is obtained by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients based on LEP students on the English version ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school

year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper administration of instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manual.

Testing at 12-month intervals

Standardized tests were given at 12-month intervals, following the published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine what proportion of students showed gains on the LAB of the expected magnitude, OREA computed the percentage of students having pretest/posttest gains of at least 5 N.C.E.s. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project BRACES carried out all of the instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

Teachers in E.S.L. classes observed by the OREA evaluation consultant used sheltered English. One class was working on the differences between "only if..." and "if only...." The teacher cited a few examples of usage, then students did exercises from their textbook. The second class observed by the OREA consultant was working on *The Red Badge of Courage*. The lesson was on the use of flashbacks in literature, and these more advanced students were learning to express abstract ideas without a formal focus on the mechanics of grammar. This lesson ended with the teacher speaking about the nature of genius and team efforts in war as compared to team sports.

The evaluation objective for English as a second language was:

- At least 80 percent of students will improve English language skills at an average of 5 N.C.E.s on the LAB.

There were complete pre- and posttest scores on the LAB for 123 students from grades nine through twelve. (See Table 4.) Ninety-six of these students (78 percent) gained at least five N.C.E.s.

The project narrowly missed meeting its objective for E.S.L.

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

Grade	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	29	26	10.7	12.3	27.9	21.7	17.2	13.2	6.62*
10	52	43	14.1	13.3	24.0	23.9	9.9	16.6	3.92*
11	45	39	13.3	13.7	25.7	21.4	12.4	14.0	5.52*
12	15	15	17.1	13.8	33.6	19.0	16.5	14.6	4.36*
Total	141	123	13.5	13.3	26.5	22.0	13.0	15.0	9.64*

*$p < .05$

- Gains on the LAB overall and at all grade levels were significant.

Native Language Arts

The evaluation objective for native language arts was:

- At least 85 percent of the students will score at or above the passing criterion in native language arts (N.L.A.) courses each semester/year.

Over 92 percent of project students enrolled in N.L.A. classes passed their courses each semester. (See Table 5.)

Project BRACES met its N.L.A. objective.

TABLE 5

Passing Grades in Native Language Arts, by Grade

Grade	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
9	21	95.2	28	92.9
10	18	94.4	45	93.3
11	10	100.0	38	92.1
12	N.A.	N.A.	6	100.0
Total	49	95.9	117	92.3

- At least 92 percent of students at all grade levels passed their N.L.A. courses each semester.

LEP Participants' Academic Achievement

All content area classes were taught in Russian.

In the content area classes observed by the OREA evaluation consultant, teachers presented difficult concepts to students in a very traditional way, thereby providing a sense of continuity with the students' education in their native country.

In the social studies class observed, the lesson was on Chinese history. The teacher had written the aim of the day, a few vocabulary words, and two focus questions on the board. As the teacher lectured from extensive notes, the students listened attentively, looked at their atlases, and wrote in their notebooks. Periodically, the teacher asked questions to test for comprehension. Toward the end of the class, the teacher monitored an exercise in which a student had to make up a question and another student had to answer, and then this student formulated in turn a question for still another student. This continued until all students had been called upon.

In a mathematics class observed by the OREA consultant, the lesson was on combinations and permutations. The teacher read and explained a problem in English. Then he did the problem step-by-step on the chalkboard in Russian. After modeling a few problems this way, he read a problem in English, explained it in Russian, and had the students do the steps themselves. He then chose a student to go to the board and explain in Russian how the problem was solved.

The content area objectives were:

- At least 70 percent of the students will score at or above the passing criterion in subject area classes each semester.
- Students participating in the program will show mathematics achievement gains that are significantly higher than expected.

Overall, at least 85 percent of the participating students passed their content area subjects in both fall and spring. (See Table 6.)

Project BRACES met its objectives for the content areas as evaluated by final grades.

TABLE 6

Passing Grades in Content Area Courses,
by Subject and Grade

Grade	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
9	Math	21	85.7	23	87.0
	Science	15	86.7	17	88.2
	Social Studies	27	92.6	26	92.3
10	Math	37	89.2	47	89.4
	Science	43	90.7	47	89.4
	Social Studies	43	97.7	50	96.0
11	Math	38	81.6	37	89.2
	Science	34	97.1	37	91.9
	Social Studies	40	100.0	43	97.7
12	Math	11	81.8	7	85.7
	Science	12	91.7	10	100.0
	Social Studies	15	100.0	15	86.7
Total	Math	107	85.0	114	88.6
	Science	104	92.3	111	91.0
	Social Studies	125	97.6	134	94.8

- Over 80 percent of project participants at all grade levels passed their content area courses in mathematics, science, and social studies both semesters.

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- Students participating in the program will score at or above the passing criterion in computer skills/vocational courses at a rate that is greater than that of similar non-program students.

Project BRACES enrolled three students during the fall and nine students during the spring in computer-related courses. One hundred percent passed. The passing rate for mainstream students in computer-related courses was 52 percent.

Project BRACES met its objective for computer skills.

- Students will learn basic keyboarding as preparation for English keyboarding.

Project BRACES enrolled 11 students during the fall and 14 students during the spring in keyboarding classes. In the fall, ten students (90.9 percent) passed; in the spring, 13 students (92.9 percent) passed. The mainstream passing rate was 76 percent.

The project met its objective for keyboarding.

- At least 80 percent of the participating students will demonstrate gains in English survival skills as indicated by the differences shown on teacher-made pre- and posttests.

OREA received data on 124 students that showed that 93.5 percent of them increased their scores from pre- to post-test.

Project BRACES met its objective for English survival skills.

- At least 80 percent of students will score at or above the passing criterion in career awareness and employment-related courses each semester/year.

Project BRACES enrolled ten students during the fall and five students during

the spring in business/vocational courses. Eighty percent of these students passed.

Project BRACES met its objective in career awareness/employment skills.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Grade Retention

Project BRACES did not propose any objectives for grade retention. Twenty-two participating students (15.6 percent) were retained in grade. Most of these students were retained because of insufficient credits: evaluation of credits had either not been accomplished or full credit had not been given for courses taken in the students' native country.

Dropout Prevention

- Program students will have a significantly lower dropout rate than mainstream students.

During the course of the year no students dropped out. The dropout rate for mainstream students was 3.0 percent.

Project BRACES met its dropout prevention objective.

Attendance

- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

The attendance rate for Project BRACES was 92.8 percent, significantly higher than the mainstream student attendance rate of 85.0 percent.

Project BRACES met its attendance objective.

Enrollment in Post-Secondary Institutions

Project BRACES did not propose an objective in this area. Thirteen graduating students applied for enrollment in post-secondary institutions.

Placement in Gifted and Talented Programs

Project BRACES did not propose any objectives in this area. None of the students were referred to gifted and talented programs.

CASE HISTORY

S. began to attend Project BRACES' discussion group meetings after an announcement of their availability was made in class. At the first meeting, she spoke of very personal matters. Her attendance in E.S.L. and mathematics classes was poor, and her educational performance was much lower than expected. The social worker felt S. needed more attention on an individual basis, and S. agreed to attend the group sessions weekly. However, S. refused to allow the social worker to involve her parents, saying, "It would be too upsetting for them." She soon expressed deep anxieties and disappointments over her new life in the United States. The weekly discussion meetings provided a forum for her to explore her internal conflicts, confusions about romantic relationships, family problems, school difficulties, etc. The social worker referred S. to additional social and school services. After several months, S. began to attend classes regularly, and her grades and overall attendance improved significantly.

STAFF DEVELOPMENT OUTCOMES

Although the project did not propose any objectives in this area, there were many staff development activities. Teachers received tuition assistance toward coursework in E.S.L. or bilingual education. Seven teachers completed courses at institutions of higher learning. There were monthly meetings for project staff; weekly meetings and in-house workshops for teachers of project students explored various ways to address the target population successfully. Project staff attended major conferences (OBEMLA, NABE, TESOL, New York State TESOL, etc.), and the project director attended a Title VII MRC workshop.

CURRICULUM DEVELOPMENT OUTCOMES

- By the end of the first year of funding, two curriculum units will be pilot-tested: a) a Russian bilingual students' guide to high school education in New York (for students and parents), and b) a Russian bilingual student guide to budgeting and using money, including banking and consumer education.

The project developed a career/educational guide and a survival skills guide for both students and parents. The guides were disseminated and also incorporated into the E.S.L. curriculum.

The project also developed curricula for two levels of N.L.A. and translated and adapted units from the global studies curriculum on China, India, and the Middle East. Staff developed a glossary, teaching aids, objectives, and a list of requirements for each unit.

The project met its curriculum development objective.

PARENTAL INVOLVEMENT OUTCOMES

Although the project did not propose any objectives in this area, it sponsored a variety of activities to involve parents in their children's education by bringing them into the school. Parents were sought as tutors, classroom helpers, and guest speakers. Parent input was elicited for curriculum development. The project provided E.S.L. and survival skills classes for parents. There were weekly group meetings, and the part-time bilingual social worker participated in one meeting each month.

The project also offered a summer program to parents and members of the community. In July, the resource specialist provided instruction in business and survival skills three days per week for two hours each day. This program proved very successful, and participants wanted it to continue.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its objectives for N.L.A., content area subjects, computer skills, keyboarding, English survival skills, career awareness/employment skills, dropout prevention, attendance, and curriculum development. Although students showed significant gains in E.S.L., Project BRACES narrowly missed meeting its objective in that area: while it was projected that 80 percent of the students would show gains of 5 N.C.E.s on the LAB, only 78 percent did so.

Participating students in Project BRACES showed academic progress. Of the 141 participating students, 119 were promoted to the next grade. Of those who were retained, many simply did not have enough documented credits to be promoted to the next grade, due to problems in obtaining them from their former country. The students showed gains in English and Russian language skills, the content areas, and business skills. The project successfully employed C.A.I. to assist students with their studies.

Project services not only benefited the students academically but also increased their awareness of the importance of education. The attendance rate of participating students was appreciably higher and the dropout rate lower than that of the Sheepshead Bay High School mainstream population.

Teachers attended graduate courses to increase their knowledge of bilingual education and E.S.L. instruction. In-service workshops, meetings, and national and statewide conferences proved useful to teachers and project staff in their project-

related responsibilities. Project staff developed relevant curricula, and the parents of participating students became actively involved in the education of their children.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project BRACES were the project's counseling program, content area courses taught by Russian-speaking teachers, the provision of a supportive and caring environment, and the parental and community involvement activities.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Seek permission to modify the E.S.L. objective to reflect more realistic expectations.
- Expand parental and community involvement services as funding permits.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9	Pathways to English Books 1 & 2	Allen, Voeller, Robinet	McGraw-Hill	1984
10	Pathways to English Books 3 & 4	Allen, Voeller, Robinet	McGraw-Hill	1984
11	Pathways to English Books 5 & 6	Allen, Voeller, Robinet	McGraw-Hill	1984
11-12	Lado	Robert Lado	Prentice-Hall	1990
9	Everyday English	Zaffran & Krulik	National Textbook Co.	1991
9	A New Beginning	Church, Hyzer, & Niedermeir	Prentice-Hall	1988
10	Great American Stories	C.G. Draper	Prentice-Hall	1985
9	Reading and Writing Skills	Board of Education		1980
10	English with a Smile Book 2	Zaffran & Krulik	National Textbook Co.	1989
11	Easy Reading Selections	Robert J. Dixson	Prentice-Hall	1984
11	Reflections	Griffin & Dennis	Heinle & Heinle	1986
11	Modern Reading Selections	Robert J. Dixson	Prentice-Hall	1984
11-12	At the Door	Mc Kay & Petitt	Prentice-Hall	1984
12	Outsiders	Jean S. Mullen	Prentice-Hall	1984
12	The Miracle Worker	William Gibson	Bantam Books	1975
12	Of Mice and Men	John Steinbeck	Bantam Books	1975
11-12	Short Stories	Christ & Shostak	Amsco Pub.	1988
11-12	50 Great American Short Stories	Edited by M. Crane	Bantam Books	1983
11-12	The Friends	Rosa Guy	Bantam Books	1973
12	Four Classic American Novels	Introduction by W. Thorp	Signet Classics	1969

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APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
9-10	Russian Intermediate Reader	Mihalchenko	National Textbook Co.	1985
9-10	Russian Stories	Gleb Struve	Dover Publications Inc.	1990
9-10	Barron's Russian Grammar	Natalie Lusin	Barron's Educational Series Inc.	1992
9-12	Translated American Novels	various	(photocopies)	

Mathematics

Grade	Title	Author	Publisher	Date of Publication
9-10	Integrated Mathematics	Dressler & Keenan	Amsco School Publications	1980
9-10	Algebra (Russian)	Telyakovsky	Flame Co.	1992
11	Geometry (Russian)	Pogorelov	Flame Co.	1993

Science

Grade	Title	Author	Publisher	Date of Publication
9	Reviewing Earth Science	Thomas McGuire	Amsco School Publications	1991
9-10	Biology and Human Progress	Charles Tanzer	Prentice-Hall/ Regents	1989
9-10	Physics (Russian)	Kikoin	Flame Co.	1992

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9	China- History, Culture, People	Vexler, Cowan	Globe Book Co.	1980
9	The Middle East- History, Culture, People	Kavunedus, Hammond	Globe Book Co.	1980
9	India and South Asia	Seymour Fersh	Macmillan	1971
9	Japan- History, Culture, People	Hyman Kublin	Houghton Mifflian Co.	1973
9	Africa- History, Culture, People	Belasco, Hammond,Graff	Cambridge	1980
9-10	The New Exploring World History	Holt/ O'Connor	Globe Book Co.	1977
10-11	American Government	Rozencranz, Chapin, Brown, Wagman	Holt, Rinehart & Winston	1982
10-11	The Americans- The History of a People & a Nation	Jordan, Greenblatt, Bowes	McDougal, Littell Company	1988

APPENDIX B

Schedules of Instruction

9th Grade

Days	Period	Subject
M-F	8:30 - 9:13	Folk Dance
M-F	9:17 - 10:04	N.L.A.
M-F	10:08 - 10:50	Science 2 (Biology)
M-F	10:54 - 11:36	Social Studies 2
M-F	11:40 - 12:22	Lunch
M-F	12:26 - 1:08	E.S.L.
M-F	1:12 - 1:54	E.S.L.
M-F	1:58 - 2:40	Science Laboratory

11th Grade

Days	Period	Subject
M-F	8:30 - 9:13	Mathematics 6
M-F	9:17 - 10:04	E.S.L.
M-F	10:08 - 10:50	Social Studies 5
M-F	10:54 - 11:36	Gym
M-F	11:40 - 12:22	Reading
M-F	12:26 - 1:08	Lunch
M-F	1:12 - 1:54	Science 2
M-F	1:58 - 2:40	N.L.A.